

Why?

Guided practice in reading enables differentiated reading instruction whilst students learn at their zone of proximal development. Formative assessment and immediate intervention can occur. Small group guided instruction also provides opportunities for extension of proficient readers who may not be catered for effectively in the whole class setting.

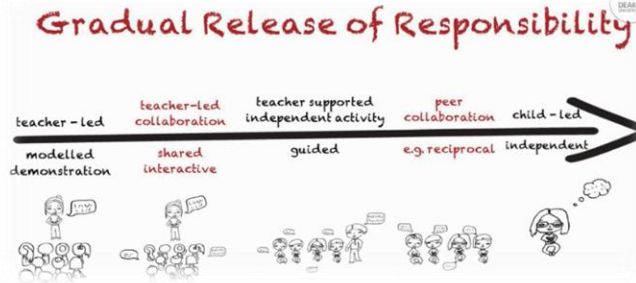
How are lessons structured?

Guided practice for fluent readers is structured into four main parts

1. Declaring the **learning intention** and **success criteria**. The goal will be based on element/s of the Big Six of Reading and should relate back to the skills and strategies taught at a whole class level. Students may also be asked to articulate their personal reading goals during this time.
2. **Before Reading** – teacher introduces the text, highlights key vocabulary and provides background knowledge as needed. Students may make predictions about the text.
3. **During Reading** – students read aloud (but in low voices) whilst the teacher tunes in, monitors the reading and formatively assesses. Teachers listen to one student at a time whilst promoting, questioning and guiding the reading based on group and individual learning intentions. Competent readers may read silently until prompted. Teacher records student progress and makes notes for future goals (including any other gaps noticed).
4. **After Reading** - students talk about the text, discuss the strategies they used to read and understand the text as well as asking and answering questions about the text. The teacher will revisit the learning intention and students discuss their success against the criteria. The teacher may provide a follow up task for students to complete collaboratively or independently.

Reading – Guided Practice

Fluent Readers



When?

Ideally, guided practice should occur after reading and comprehension skills have been modelled through a read aloud, think aloud and practised during shared reading. Guided practice is the phase before collaborative and independent reading.

What should I focus on?

During **guided practice**, the focus for fluent readers is on developing and extending fluency and comprehension. This can occur through exposure to more complex texts and the explicit teaching of higher-level comprehension strategies. This could include exploring a range of text structures and features, building understanding of authors' use of literacy techniques as well as teaching students how to critically analyse and evaluate texts.

The [National Literacy Learning Progressions](#) outline a typical developmental sequence for all aspects of reading. A reworked document aligned to year levels can be accessed [here](#)



What texts should I use?

Text selection is critical for effective guided practice. The text selected should provide opportunities for the students to practise the skills required to meet the learning intention. For readers who are already fluent the text may be selected based on the **instructional purpose** of the lesson. This means that the text itself may be familiar or able to be read independently, but the **skill or strategy** being practised needs scaffolding. For example, a familiar text or picture book can provide rich opportunities to practise higher level inferencing. Texts that develop content knowledge aligned to Science, HASS and other learning areas may also be used. The text itself should not be too long – it needs to be introduced, read and discussed within about 20 minutes. Texts must meet the purpose of the lesson and can include picture books, graphic novels, novel excerpts, advertisements, on-line texts, poems and songs, plays, selections from non-fiction texts, visual texts, newspaper articles and blogs. The same text can be used several times during subsequent guided practice for different purposes to develop close reading skills.

Resource: [Text Complexity](#)

The Big Six Overview P-12

	Pre	R	1	2	3	4	5	6	7	8+
1	Early Literacy Experiences (including Oral Language)									
2	Phonological Awareness									
3	Basic phonics Advanced Phonics / Spelling									
4	Vocabulary									
5	Fluency									
6	Comprehension									